

**Job description**

<b>Job title</b>	Co-Educator
<b>School</b>	Ilford County High School
<b>Reports to</b>	SENCO/Deputy SENCO/ DHT
<b>Salary</b>	LBR 3 5-6 £28,521-£28,959 FTE (Salary will be pro rata)
<b>Hours</b>	<ul style="list-style-type: none"> <li>• 36 Hours</li> <li>• 39 Weeks per year</li> <li>• On site and ready to work with pupils from 8.15am to 4pm (1/2 unpaid Break)</li> </ul>
<b>Responsible for</b>	NA
<b>Purpose of job</b>	
<p>To work under the guidance of SENCO, Deputy SENCO, Well-being Coordinator, Teaching staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge areas and will involve assisting the SENCO, Deputy SENCO, Well-being Coordinator or Teacher in the planning cycle and the management or preparation of resources . The primary focus will be to support student learning, utilising strategies as set out by the SENCO, Deputy SENCO, Well-being Coordinator or Teacher. This will include the following:</p> <ul style="list-style-type: none"> <li>• To add value to what teachers do</li> <li>• To help pupils develop independent learning skills and manage their own learning</li> <li>• to deliver high quality one-to-one and small group support using structured interventions</li> <li>• Adopt evidence-based interventions in the context of small group and one-to-one instruction</li> <li>• Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</li> </ul>	
<b>Main duties and responsibilities</b>	
<ul style="list-style-type: none"> <li>• Use specialist (curricular/learning) skills/training/experience to support pupils</li> <li>• Assist with the development and implementation of support with students with an Educational Health Care Plan and / or SEND K</li> <li>• Establish positive working relationships with pupils, acting as a role model and setting high expectations, with an awareness of always maintaining the dignity and care of students.</li> <li>• To engage proactively with pupil passports and learning needs, and be an advocate under the guidance and training of SENCO, Deputy SENCO, Well-being Coordinator or Teacher, to support achievement, progress, and wellbeing of pupils.</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom</li> <li>• Support pupils consistently whilst recognising and responding to their individual needs</li> <li>• Encourage and support pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> <li>• Where required, work 1:1 with pupils in lesson, extracurricular, intervention and support times.</li> <li>• Engage positively and proactively with training opportunities.</li> </ul>	

#### Support for the Teacher / SENCO

- Work with the SENCO, Deputy SENCO, Well-being Coordinator or Teacher to establish and maintain an appropriate learning environment for students.
- Work with the SENCO, Deputy SENCO, Well-being Coordinator or Teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned and effective recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the SENCO, Deputy SENCO, Well-being Coordinator or Teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the SENCO, Deputy SENCO, Well-being Coordinator or Teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote the school values of Integrity, Courtesy, Hard Work and Success, in line with established behaviour policy and encourage pupils to take responsibility for their own behaviour, help to embed SMART learning
- Liaise sensitively and effectively with parents/carers as agreed with the SENCO, Deputy SENCO, Well-being Coordinator or Teacher within your role and participate in review sessions or meetings with parents or as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc and support external visitors.

#### Support for the Curriculum

- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the SENCO, Deputy SENCO, Well-being Coordinator or Teacher, to support achievement and progress of pupils
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required

#### **General**

Be punctual at all times and adhere to agreed timings and schedules.

Always maintain professionalism, being aware of language, professional conduct, and impact on students.

Exercise professional intuition under the guidance and training of SENCO, Deputy SENCO, Well-being Coordinator or Teacher, to support achievement, progress, and wellbeing of pupils.

Attend and participate in relevant meetings, training and other learning activities and performance development as required.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference, and ensure all pupils have equal access to opportunities to learn and develop. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of student care.

Be responsible for own health and safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Duties and responsibilities of the post may change over time as requirements and circumstances change.

All schools and services in Redbridge are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Redbridge are expected to share this commitment.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the Line Manager that are broadly within the grading level of the post and the competence of the post holder.

<b>Job Title</b>	Co-Educator	<b>Grade</b>	LBR 3
<b>School</b>	Ilford County High School		
<p><b>Education and Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Experience of working with children of relevant age in similar capacity</li> <li>• Educated to NVQ Level 3 for Teaching Assistants or equivalent qualification or experience Have completed training in relevant strategies</li> <li>• Strong numeracy/literacy skills - Grade C as GCSE in Maths and English</li> <li>• First Aid Training</li> </ul>			
<p><i>Experience/Knowledge/Skills:</i></p> <ul style="list-style-type: none"> <li>• High expectations of professional self, and awareness of importance of role in working with vulnerable students.</li> <li>• Strong communication skills.</li> <li>• Experience of working with or caring for pupils of relevant age.</li> <li>• Ideally: Training in specific areas of SEND, including ASD, SEMH, Speech and Language Needs, and / or specific learning difficulties such as Dyslexia, Dyspraxia.</li> <li>• Have an awareness of health and safety issues within the school environment</li> <li>• Understanding of relevant polices/codes of practice and awareness of relevant legislation.</li> <li>• Commitment to and understanding of Equal Opportunities.</li> <li>• Basic understanding of child development and learning.</li> <li>• Confidence in dealing with young people, maintaining discipline and motivation whilst holding an awareness of student wellbeing, dignity, and strategies in line with pupil needs.</li> <li>• Ability to relate well to pupils and adults.</li> <li>• Able to work constructively as part of a team, and responsibilities and your own position within these.</li> <li>• Knowledge of GDPR</li> <li>• Appropriate knowledge of first aid.</li> <li>• Effective use of ICT packages</li> <li>• Use of relevant equipment/resources</li> <li>• Good keyboard skills</li> <li>• Knowledge of relevant policies/codes of practice &amp; awareness of relevant legislation</li> <li>• Ability to identify own training &amp; development needs &amp; cooperate with means to address these</li> <li>• Ability to lead a team and work as part of a team</li> <li>• Ability to prioritise work and work to deadlines</li> <li>• Attention to detail</li> <li>• Ability to show initiative</li> <li>• Ability to reflect, and respond with professionalism to constructive feedback.</li> <li>• Emotional resilience in working in a range of challenging situations</li> <li>• Have a willingness to demonstrate commitment to the school's values and behaviour policy</li> <li>• Ability to identify own training &amp; development needs &amp; cooperate with means to address these</li> </ul>			

***Other job requirements:***

- Enhanced DBS check.
- Flexible in approach and attitude
- Willing to undertake training